

Griffith Public Schools

GRIFFITH, INDIANA

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Superintendent's Report

to

Board of School Trustees

JESSE E. SHEETS	-	-	-	-	President
TED TOM	-	-	-	-	Secretary
JOHN W. GOVERT	-	-	-	-	Treasurer

NOVEMBER, 1958

By Board Authorization made available to the patrons
of Griffith Public Schools

FOREWORD

This report, which will acquaint you with many facts about your schools, including subject offering, testing and counseling services, what courses students are taking, growth, costs and other matters of interest, is made to the Board of School Trustees which has authorized its issuance to all school patrons.

Criticisms of the public schools continue day by day. Some of the criticism is well founded and has already begun to effect improvements. Much of the criticism however, is based on opinion, impression and misleading information. For example, a Lake County newspaper which is very friendly and helpful to public schools quoting editorially from a State Chamber of Commerce release on May 21, 1958, stated that only 25.9% of Indiana's 210,474 high school pupils took Biology. Only 5.3% took Physics, and only 7% took Chemistry. The figures are approximately correct for the state as a whole. However, what was not stated was that approximately 80% of Indiana's 210,474 high school students attend high schools where these subjects are not even offered. In Griffith High School, 100% of the 1958 graduating class had taken Biology, 31% had taken Physics, 35% had taken Chemistry. Nearly 30% had had both Physics and Chemistry. The percentages will be higher in the class of 1959. In addition, there is a second year of Biology and a year of advanced Senior Science for those who want it. Obviously the answer is state-level remedy which will force consolidation of hundreds of tiny Indiana high schools of less than 100 students. It is everybody's business because per pupil cost in the state's poorest high schools, offering only one year of math, one year or no science, no foreign language, and so on, is invariably several times as high as the per pupil cost in the best high schools of the state offering a complete program of the so called tough subjects.

The truth is that the range of quality in schools is very great. Therefore, each community ought to adopt for its slogan—How Is It With Our Schools—and then proceed to find out.

You are cordially invited to visit your schools at any time; to join with P. T. A. groups working for the improvement of schools, and to attend school board meetings. You will frequently find the Board wrestling with the same school problems that you are concerned about.

ELDON READY
Superintendent

Responsibilities (abridged)

SCHOOL BOARD—Responsible for planning, studying, evaluating, and finally formulating the policies and taking the actions that will provide and maintain the kind of schools the community wants.

SUPERINTENDENT—Responsible for seeing that policies of the Board are carried out, and for making recommendations to the Board.

PRINCIPALS—Responsible for working directly with teachers in the improvement of instruction; for appraising, evaluating, and adopting with teachers better procedures and techniques of teaching. And for supervising, appraising and improving the teacher's contribution to the school community.

TEACHERS—Responsible for actual class room teaching; for causing pupils to achieve at somewhere near their ability and for numerous tangent and collateral learnings such as attitudes, controls, adjustments, and so on.

PARENTS—Responsible for sending children to school to learn; for cooperating with teachers even when this means annoyance or inconvenience; for seeing to it that home work is done, etc.

The School Budget and Accounting Practices

The school budget is made in July and advertised early in August for the following calendar year. A public hearing is held on the proposed budget on the last Thursday in August after which the budget is formally adopted. In September, a county hearing on the budget is held and in November a final hearing by the state tax commission is held. In all these hearings, the taxpayer has a right to be heard. When the budget is finally approved and passed by the state tax commission, it becomes the financial framework within which the schools must operate during the following January 1 - December 31 period. No funds budgeted for one purpose may be used for another purpose without legal advertising and review by the state tax commission.

Budget expenditures and the financial records for the School Corporation are audited yearly by the State Board of Accounts.

The following is an exact listing of the funds and accounts of the current budget.

A. Account	General Administration: Salaries of Board, Superintendent, Attorney, Secretary, Office Supplies and other expenses of general administration	\$ 21,510.00
B. Account	Teaching Instruction: Salaries of teachers, principals, clerks, instructional supplies, books and other expenses of instruction	386,829.00
C. Account	Co-ordinate Activities: Nurse and dental service, school transportation	3,725.00
D. Account	Operations: Janitor wages, fuel, water, light and power, and telephone	64,800.00
E. Account	Maintenance: Labor on building and grounds, repair of buildings, school busses, contractual services, repair and replacement of furniture	12,200.00
F. Account	Fixed Charges: Insurance, Social Security, official bonds, lease rental, retirement payments	51,600.00
G. Account	Auxiliary Activities: Cafeteria supplies and equipment, summer recreation	2,000.00
H. Account	Debt Service: Payment of bonds, payment of interest	22,625.00
I. Account	Land and Improvements, new furniture, equipment and instructional supplies, other capital outlay	15,500.00
Total current budget		\$580,789.00
Total current school tax rate		\$5.69

All school purchases of more than \$1000 must be legally advertised for bids. All bidders must submit non-collusion affidavits. All purchases by the School Town are made on State Board of Accounts prescribed purchase orders signed by the Superintendent, and all bills, which must be submitted on itemized and signed claims, are paid by check signed by the Board of School Trustees. Financial books are balanced and reconciled with the bank statement each month.

NOTE: The Cumulative Building fund is used for purchase of school sites, construction of school buildings, improvement of school property and debt retirement. Approximately one-third of our total budget is for building and building debt retirement.

Any interested taxpayer may examine the school financial records at any time.

Growth of School Population

School Year	Number of students
1949-50	1030
1950-51	1111
1951-52	1190
1952-53	1309
1953-54	1419
1954-55	1575
1955-56	1710
1956-57	1865
1957-58	1811*
1958-59	1977**

*Only Junior and Senior students from Highland attended Griffith High School. Previous to that time, Highland Freshmen, Sophomore, Junior and Senior students attended here.

**Only Senior students from Highland attending Griffith High School. Next year no Highland students will attend here.

Highland paid \$68,920 in transfer costs to Griffith in 1957

Highland paid \$56,173 in transfer costs to Griffith in 1958

Highland will pay \$28,000 in transfer costs to Griffith in 1959 (est.)

Highland will pay no transfer money to Griffith in 1960.

When we have occupied the Eldon Ready Elementary School, Franklin School will still be at capacity. Two new buildings sites have been purchased.

Assessed Valuations of Griffith

Year (July)	Increase over previous year
1949.....\$3,597,440	
1950.....\$4,100,000	\$502,560
1951.....\$4,750,000	\$650,000
1952.....\$5,539,000	\$789,000
1953.....\$5,830,580	\$291,580
1954.....\$6,011,305	\$180,720
1955.....\$6,487,805	\$476,500
1956.....\$7,199,800	\$711,995
1957.....\$7,861,755	\$661,955
1958.....\$8,057,655	\$195,900

The assessed valuation is supplied by the county auditor and is used by the Board as the tax base for the following year's budget.

Assessed Valuation of Griffith School Facilities as of July 31, 1958

Original Franklin School rooms	\$ 35,250
Portable	\$ 27,830
Four room extension of original Franklin School.....	\$ 44,275
W. P. A. Additions	\$222,311
Holding Corporation (Main High School Bldg.)	\$533,600
Gym wing of High School	\$451,200
Eldon Ready School (estimated)	\$415,000
Total	\$1,729,466

How We Compare in Wealth With Others

The Indiana Constitution makes education a responsibility of the state, and legislation of the past twenty years guarantees each child a minimum education. As proof that this is becoming difficult or impossible to achieve in some communities despite heroic effort on the part of the people of that community, and easy with little effort in other communities—even in the same county, the following table is cited.

School Corporation	*Taxable Wealth Behind Each Child	Total School, Twp. and Library Rate per \$100 of Assessed Valuation Payable 1958
Whiting	\$36,114	\$1.9699
East Chicago	20,686	2.8076
Eagle Creek Twp.	12,206	2.813
Winfield Township	11,066	2.913
West Creek Twp.	9,512	4.053
Hammond	8,905	4.2413
Schererville	8,505	4.018
Munster	7,402	5.469
Cedar Creek Twp.	7,088	4.933
Gary	7,066	5.9044
Crown Point	6,597	4.463
Ross Twp.	6,414	5.233
Hanover	6,105	4.973
Highland	5,708	5.923
Griffith	5,617	6.198
St. John Twp.	5,559	6.233
Center Twp.	4,357	5.473
Hobart	4,137	6.169
East Gary	3,083	6.352
Hobart Twp.	2,332	7.733
Calumet Twp.	2,145	7.193

*The State Average is approximately \$8,000

Faculty

Total number of teachers.....	64
Number of properly licensed teachers	61
Number holding Baccalaureate degrees	62
Number holding Masters degrees	29
Average years in Griffith Public Schools	7
Number of permanent (tenure) teachers	25
Average class size—Elementary	31
Average class size—High School	28
Average teacher's salary	\$5,444

(Dr. James Bryant Conant, former President of Harvard University, and U. S. Commission of Education to Germany after World War II, made a close study of fifty High Schools in sixteen states. He is a well informed and highly respected critic.)

Dr. Conant's recommended subject offering for a good comprehensive high school is as follows: (See April 14, 1958, issue of Life.)

	Grade 9	Grade 10	Grade 11	Grade 12	
Bright Students	Ancient History Algebra Art English French Biology	English French Geometry Modern History Chemistry	English Physics Algebra and Trigonometry U. S. History French	English French College Math College Science	To College ↓
Average Students	General Math Geography English Woodshop	English General Math Music Woodshop	Mechanical Drawing English Shop Math Vocational (Bldg. trades)	Social Studies Work experience Typing English Vocational Math	To Building Contractor ↓
Slow Students	English and Social Studies Math and Science General Shop Remedial Reading	English and Social Studies Civics Math & Science Art	English and Social Studies Work experience (In school half day, work half day in garage, etc.)	English Work experience	To Joe's Garage ↓

Dr. Conant estimates that 20% will attend college. He would not hold students rigidly to their ability areas but would allow some overlapping into other offerings. He would bank heavily on good counseling and guidance services to see that a bright student took hard courses and that a slow one took mostly subjects suited to his ability, and so on.

Following is a complete list of offerings in Griffith High School.

ENGLISH

English 9 - required
English 10 - required
English 11 - required
English 12 - required of all college bound seniors
Speech-Drama 12 - elective
Speech-Journalism 10 - elective

SOCIAL STUDIES

World History 10 - required
American History 11 - required
U. S. Government - required $\frac{1}{2}$ year
Economics 12 - required $\frac{1}{2}$ year
Psychology - elective 11 - $\frac{1}{2}$ year
Sociology - elective 11-12 - $\frac{1}{2}$ year
Geography - elective 11-12
Community Living 9 - required $\frac{1}{2}$ year

MATHEMATICS

Algebra 9 (beginners) required of all able Freshmen
General Math 9 - required of all freshmen unable to do algebra
Plane Geometry 10 - required of a college bound student—elective to others
Algebra 11 (advanced) - required of all pre-engineering students—elective to others
Solid Geometry 12 ($\frac{1}{2}$ year) required of all pre-engineering students—elective to others
Trigonometry 12 ($\frac{1}{2}$ year) required of all pre-engineering students—elective to others
Senior Math 11-12 - elective

SCIENCE

Biology 9 - required
Advanced Biology 10 - elective
Chemistry 12 - required of pre-engineering students—elective to others
Physics 11 - required of pre-engineering students—elective to others
Senior Science 12 - elective ($\frac{1}{2}$ year)

FOREIGN LANGUAGES

Latin 10 - 1st year required of non-engineering college bound students - elective to others
Latin 11 - 2nd year required of non-engineering college bound students—elective to others
French 10 - 1st year elective or in lieu of Latin—elective to others
French 11 - 2nd year elective or in lieu of Latin—elective to others

COMMERCIAL SUBJECTS

- General Business 10 - required in Commercial Course—elective to others
Bookkeeping 11 - required in Commercial Course—elective to others
Typing 11 - required in Commercial Course - elective to others
Shorthand 12 - required in Commercial Course—elective to others
Salesmanship 11-12 - required in Commercial Course—elective to others
Clerical office practice 12 - required in Commercial Course—elective to others
Business Law 11-12 - required in Commercial Course—elective to others
Advanced Bookkeeping 12 - elective
Personal Typing 12 - elective to all college bound students

PRACTICAL ARTS

- Shop 9 - Freshmen required unless exception specifically requested by Parents
Shop 10 - required in Shop Course—elective to others
Shop 11 - required in Shop Course—elective to others
Shop 12 - required in Shop Course—elective to others
Drafting (Engineering) 12 - required in Shop Course—elective to others
Drafting (Beginners) 10 - required in Shop Course—elective to others
Welding (Machine Shop) 11-12 - required in Shop Course—elective to others
Home Ec. 9 (Sewing and cooking - care of sick - care of children, etc.) required unless exception specifically requested by parents
Home Ec. 10 - required in Home Ec. course—elective to others
Home Ec. 11 - required in Home Ec. course—elective to others
Home Ec. 12 - required in Home Ec. course—elective to others

FINE ARTS

- Arts and Crafts - 9-12—elective
Chorus, a cappella choir and Glee Club - 9-12—elective
Instrumental Music 9-12—elective

MISCELLANEOUS

- Physical Education - 9-12 (two years required)
Driver Training 10-12—elective (no credit)
Photography 11-12—elective
Individual Developmental Reading—required on basis of need
Health and Safety 9 - ($\frac{1}{2}$ year) required

STUDENT SERVICE GROUPS - ELECTIVE - NON-CREDIT

- Cadet teaching 10-12
Teacher assistants 11-12
Office assistants 12
Library assistants 11-12

Guidance and Counseling

It is obvious that with a subject offering as comprehensive as the foregoing, the unguided student would in many instances select subjects below his ability. Guidance and Counseling service make the difference. We will show on the next page or so that in Griffith High School the able students **are** taking the difficult courses. This is not to say that no freedom of choice is allowed—sometimes it is wise. For example, an intelligent girl who is not sure of her financial ability to go to college or whose interest in college is passive, may, after meeting requirements in a liberal arts college which requires only two years of math and one year of science, take sufficient work in the Commercial subjects to enable her to obtain and hold a job after graduation from high school. Strict and rigid adherence to college preparatory work would require this student to spend the extra time in high school on foreign language, more math, more science, and so on. A boy or girl who has taken a strict and rigid college preparatory course in high school, and for one reason or another does not go to college, is at a disadvantage in seeking post high school employment as compared with the boy or girl who has had at least three courses in typing, bookkeeping, welding, mechanical drawing, and so on. In instances where a student knows he or she is college bound, the above reasoning does not necessarily apply.

Parents should keep in mind too, that the range of quality in colleges and the entrance requirements to the various colleges is very wide. The Indiana Administration Handbook says: "College entrance requirements vary so much and change so rapidly that they cannot be listed in this Bulletin." However, high school counselors **know** these requirements.

It would be well to list some of the major responsibilities of our counselors.

1. To identify by tests, past achievement records, conferences with parents, and other means, the students who are academically able, and to guide and persuade these students to take challenging high school courses. To supply to teachers names of students who have declared themselves college preparatory. This group has arbitrary standards to meet. To arrange College Day conferences for both students and parents and to constantly watch and evaluate progress of this group.

2. To plan and counsel with the approximately 70% who are not college bound students; to appraise them of opportunity and need in the industrial, business, and technical world. To make available vocational information. To help them acquire insight into the opportunities in the world of work. Occupational opportunities and needs change constantly. To make state vocational tests available to them. To arrange student conferences with leaders in the business, industrial and technical fields.

3. To do research (follow up studies) on how students succeed in college. How they succeed in non-college jobs. To read widely-vocational reports, college requirements, trends, government and state statistics, costs, what the colleges want, what industry wants, and so on.

Good counseling and guidance results in a minimum of "goofing off" in high school because each student knows what is expected of him. Good counseling helps every student to "shape up" and work toward a goal. It also frequently enables a student of good ability who is immature or who lacks interest and motivation, to prepare sufficiently to be able to enter college four or five years after High School graduation, perhaps after military service or a few years spent in industry. There is a considerable number of this type of student who, with added maturity and a better developed sense of responsibility, is able to enter college late and do acceptable work. (Writer's Opinion)

State Wide Math Science Tests

In February, 1958, all High School Freshmen (9th graders) in the state of Indiana, were given nationally standardized tests in mathematics and science. Results of these tests were as follows:

Mathematics: Of 115 Griffith Freshmen, 86 or 75% achieved above-their grade level. Sixty-nine or 60% of the same group bettered the scores of the average American Junior (11th grader) on the same test.

Physical Science: Sixty-nine or 60% of the 115 Freshmen achieved above their grade level. Twenty-six of them or nearly 23% bettered scores of the average American Junior on the same test.

Biological Science: Eighty-one or 70% of the 115 Freshmen achieved above their grade level. Forty-three or approximately 37% bettered scores of the average American Junior on the same test.

Do Intelligent High School Youngsters Really Take The Difficult Subjects?

We frequently hear this question asked in articles on schools and the implied answer is that they do not; that they select courses far below their abilities. Early in 1958, a careful check was made in the High School to determine what subjects the students of high ability were actually taking. Results of the survey show that nearly all students of high ability are taking the difficult subjects. For Example:

95% of all Freshmen whose I. Q. was above 110 were taking Algebra.

92% of all Sophomores whose I. Q. was above 120 were taking Geometry.

77% of all Juniors with I. Q. above 120 were taking French or Latin.

(Nearly 70% of the same group were also taking Physics or other advanced courses.)

72% of Seniors with I. Q. above 120 had had or were taking Trigonometry, Solid Geometry, Advanced Algebra and Plane Geometry.

Quite naturally almost no students of low ability were taking the above subjects.

How Do Griffith High School Graduates Do In College?

One of the very best indications of a high school's excellence in the academic area is the success of its graduates in college. Each grading period, the colleges send carbon copies of the grades made by that high school's graduates, back to the high school. This service enables principals, counselors, and teachers to evaluate the high school's efforts. If for example, a considerable number of college students were failing in English—our English department, along with principal and counselors would re-study the offering, content, presentation, and achievement in English with a view to stiffening the requirements and arbitrary standards that a college bound student must meet.

Fifteen hundred forty-two college grades earned by 154 Griffith High School graduates between 1954-57 were carefully analyzed. The results are as follows: (The grades and all tabulations are on file in the High School Principal's Office.)

Grade	Number	Percentage
A's	208	14%
B's	511	33%
C's	570	37%
D's	176	11%
F's	77	5%

Summary:

Eighty-four of every 100 grades or 840 of every 1000 grades issued to Griffith High School graduates in college were average or above. Nearly one-half of all grades were **B** or above. Grades made in college average slightly **higher** than the grades made in high school.

Of the D and F grades received in college by Griffith High School graduates, more than seven out of ten of these unsatisfactory marks were earned by students who ranked in the lower two-thirds of their High School graduating classes and who did not receive college recommendations from the High School Administrative Personnel.

Colleges attended by the 154 Griffith High School 1954-57 Graduates

Ball State Teachers College	William Woods College
Wabash College	Rose Polytechnic Institute
Olivet College	Franklin College
Indiana University	Michigan State University
Johns Hopkins University	Purdue University
Indiana Central College	Marquette University
Lawrence College	Western Michigan College
St. Joseph's College	Colorado Woman's College
Indiana State Teachers College	Southern Illinois University
Miami Ohio University	Carnegie Institute of Technology
Lake Forest College	Illinois Institute of Technology
Brigham Young University	Bowling Green State University

Of the 1958 graduating class 64 (36%) enrolled in college, four (2.3%) went into Nurses' Training, three (1.7%) went into Special Training Programs.

Curriculum For The Elementary Grades

Primary Grades 1-3 Grades

Language Arts takes approximately fifty per cent of the time at this level. This includes Reading, Language, Spelling and Writing. Manuscript writing in the first and second grade shifting to cursive writing in the third grade.

The Fine Arts take about 10% of the time. This includes Music by the classroom teacher, art and rhythmic play.

Working with numbers and number concepts occupies another 10% of the time.

Supervised play, Nutrition and Health takes another 10% and the social content areas which include Science, Citizenship and Social Studies with integrated activities, account for the remaining 20% of the time.

Intermediate Grades 4-6 Grades

The Intermediate Language Arts program consists of Reading, Literature, oral and written expression, Spelling and Writing. Forty per cent of the time is spent on this subject area.

Music, Art, and dramatics approximately takes 10% of the time.

Numbers or Arithmetic, 15%. Science takes 10%. Social Studies which includes History, Geography and Character Education 15%. Health, Nutrition, and Safety Education takes the remaining 10%.

Junior High 7-8 Grades

The Jr. High Language Arts program includes oral and written expression, Reading, Spelling, Introductory Grammar and Vocabulary development. About 20% of the time is spent on Language Arts.

The Fine Arts include Art and Music	10%
Home Economics and Industrial Arts	15%
Physical Education and Safety Education	10%
Social Studies (Geography, History and Character Education)	15%
Science and Health	15%
Mathematics	15%

Jr. High students are able to participate in the following activities: Student Council, Patrol Boys, Jr. High Band, Jr. High Chorus, Jr. High Hall Monitors, and the Junior High Athletic program. The Eighth Grade Girls have a style show, usually at the May P. T. A. meeting showing the clothes they make in Home Ec. The entire eighth grade class has a graduating party and dance at the end of the school year.

Planned Field Trips are used by every elementary teacher to enrich the learning experiences of the pupils. Some of these trips are local and others as far as Chicago Museum of Science and Industry, Museum of Natural History, Adler Planetarium, banks, bakeries, and libraries. After each trip, there are questions and discussions.

Elementary Visual Aids: Elementary Visual Aid equipment includes a 16mm. sound projector, tape recorder, 3-speed phonograph, film strip projector and approximately fifty film strips on various subjects such as science, history, and phonics. More equipment for elementary Audio-Visual use will be purchased before December 31, 1958.

Elementary School Sections and Totals

Franklin School		Eldon Ready School	
No. of Classes	Grades	No. of Classes	Grades
4	Kdg.	3	1st
5	1st	2	2nd
3	2nd	2	3rd
2	3rd	2	4th
3	4th	1	5th
3	5th	2	6th
2	6th	<hr/>	
4	7th	370 Pupils	
3	8th	Average class size 30.8 pupils	
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890 Pupils			
Average class size 31.0 pupils			

Elementary Library

Elementary books are largely concentrated in room libraries. It is believed that, although this method is more expensive, it results in greater utilization of books. Magazines, periodicals, slides, films and certain references ought to be centrally located. (Writer's opinion)

A careful inventory made in September, 1958, revealed the following:

Type of Book	No.	Eldon	
		Franklin School	Ready School
Fiction	1834	1330	504
Supplementary	2134	1710	424
Non-Fiction	351	266	85
Reference Dictionary	71	70	1
Encyclopedia	19 sets	16 sets	3 sets

Library Appropriations and Expenditures

Elementary School

Appropriation for 1958 (For Books)	\$1,400.00
Expenditures Jan. to Aug.	594.07
On order	432.88

Balance \$ 372.45

In addition to above an appropriation of \$300 is made for Visual Aid.

High School

Appropriation for 1958	\$1,600.00
(For Books and Book Repair)	
Expenditures Jan. to Aug.	950.02
On order	244.92

Balance \$ 405.06

In addition to above an appropriation of \$300 is made for Visual Aid.

Note: (Instructional equipment and apparatus is not purchased from the above funds.)

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JR. HIGH SCHOOL SCIENCE

This department is quite weak, but definite progress is being made to build it up during the present school year. For example, as soon as we have occupied the new school, a science room will be set aside at Franklin School and a teacher demonstration desk with water, electricity, and gas installed. A new bioscope, which is a combination microscope and projector, has been purchased and recent issues of science books and references have been added. Steady improvement is planned for this area. The Franklin Elementary School P. T. A. presented the school with two microscopes and a film strip projector

Science equipment as of now in the entire elementary school is as follows:

Ant farm	1	Bioscope	1	Measure	1
Aquarium	3	Fish tank	1	Meter stick	6
Caterpillar		Health &		Metric system	
cage	2	Science charts	3	chart	1
Bird chart	1	Magnet	3	Science Kit	1
Bird feeder	1	Globes	6	Terrarium	1
Barometer	1	Magnifying		Thermometer	1
Film Strip		glass	4	Dry cell batteries,	
Projector	1	Microscopes	2	Bells, buzzers,	
				etc.	6

Plants and flowers in all rooms

KINDERGARTEN

Kindergarten is the child's first school experience. Here he begins to break away from his home environment and learns to work and play with other children. A satisfactory adjustment to school life is one of the major goals of kindergarten.

Some objectives in academic work are manuscript writing, abstract counting and writing numbers 1-10, counting objects 1-20, reading readiness activities, and music and rhythm.

Kindergarten meets 2¼ hours daily. Because of large enrollment, pupils are limited to one semester of attendance. To be eligible for Kindergarten a child must have reached five years of age by Oct. 31.

ABILITY GROUPING

Grouping pupils according to reading ability was tried for a three-year period. Last spring, (1958) a study was made to determine the effectiveness of grouping as far as academic achievement is concerned. Comparing achievement tests of pupils who were grouped with a previous three-year period when there was no grouping, the study indicated that the top ten pupils of each of the primary grades rated three months higher than those not grouped. The low ten of each grade showed no advantage of the grouped over the non-grouped pupils. Ability grouping is one of several ways of giving bright children increased learning opportunity.

REPORTING PUPIL PROGRESS

Primary grades—Parent-teacher conferences.

Grades 4-8—Report cards issued every nine weeks.

ELEMENTARY TESTING AND GUIDANCE

Kindergarten Testing—A readiness test that includes reading and numbers is given during the last part of the kindergarten year. This test helps the 1st grade teacher in working with the child where he is, and to progress from there.

TESTING PROGRAM FOR GRADES 1-8

The first grade receives an intelligence test every year and, as the child advances, every third year thereafter. This gives the child the advantage of having a more representative Intelligence Quotient by taking more than one test.

Each year grades 1 through 6 take Achievement Tests in all subject matter. This enables the teacher to measure the progress made by the pupil during the year in all learning fields.

Weekly Reader Tests are given three times a year to the pupils in Grades 1 through 6.

Teachers in the intermediate grades prepare their own semester tests and at times Standardized Tests are given when the need arises in certain subject areas.

Semester tests in the Jr. High are prepared by the teachers in all subject areas.

GUIDANCE

Personal counselling whenever needed by the child or at the request of child, parent, or teacher.

MUSIC

Temporarily, music is taught by the teacher in grades 1-6. The music supervisor meets with the teachers and gives help and instruction.

The music supervisor teaches the Junior High music and conducts a Junior High Chorus.

ART

Art in grades 1 to 3 is taught by the teachers as a part of their Social Studies, Reading, and other subject areas.

In grades 4 to 8, Art is taught by the Art teacher. At this level Art is correlated with the curriculum to a considerable degree.

TEXTBOOK ADOPTIONS

All textbooks in the Griffith Public School have been adopted by the Textbook Commission of the Indiana State Board of Education. Books used here are selected by a committee of teachers and principal from the state adopted list.

FIRE DRILLS

At least one fire drill is held each month to practice evacuating the building in an orderly manner. The total enrollment is safely out of the building in one minute and fifty seconds.

ENRICHMENT PROGRAM

Enrichment of pupil abilities above and beyond the required classroom work is encouraged in all phases of work. All elementary teachers were provided with an outline of five pages of enrichment suggestions to be used in the classroom or in the home.

HELP FROM SCHOOL MOTHERS

One of the fine traditions in our school community is the large number of parents, particularly elementary school mothers, who willingly give many hours of time and effort to helping teachers. This year there are approximately 60 mothers who act as Room Mothers, Study Hall Monitors, assist in primary and intermediate music teaching and in other capacities. This group also helps with room parties and special events, collects fees, accompanies teachers and classes on trips, arranges for committee meetings, helps chaperone social events and assists in many other ways without pay. This unselfish service makes for better schools and better understandings.

Health Services

The Lake County Health Department extends the following regular services to the Griffith Public Schools.

Vision tests to grades 1, 3, and 5. Also all new pupils coming to Griffith as well as any student referred to the nurse by a teacher.

Hearing tests to grades 1, 4, 7, and 10. Also new students and teacher referrals.

T. B. Patch test for Kindergarten and First Grade. Mantoux test for grades 8-12 and for all first and second string athletes. (All positive reactors to the Patch and Mantoux tests are X-rayed yearly by the mobile unit.)

Rapid inspection (at beginning of school year) of all pupils 1st through 6th grade.

Inspection of classroom when contagious disease breaks out in room.

Up to date Health Record is kept on each child 1st through 8th grade.

Home calls made at request of doctor or principal.

In the spring of 1958, Polio (1st shot) was given free to grades 1-12. Arrangements were made for 2nd shot to be administered free. Third shots to be administered by family doctor.

Physical Education - Intra-Murals - Athletics

Each boy and girl not exempted by a doctor's statement must take at least two years of Physical Education and Health in the high school. Junior High also has a Physical Education Health Program. In the lower grades, supervised play, free play and elementary versions of common games and sports are part of each school day. Fundamentals of football will be started in Junior High School next spring.

For twelve years, the High School has had an extensive program of intra-murals. Any student is eligible who is not a member of a varsity team. A large majority of boys take part in intra-mural basketball, touch football, track, weight lifting, softball, ping pong, gymnasium stunts, and so on. Tournaments are held and records and statistics are kept.

The high school participates in the usual major and minor sports. About 210 boys take part (this number contains duplicates since many boys are in more than one sport). Scholastic and training requirements are high. Griffith High School has won the Conference All-Sports Trophy four years out of the past five. Our Physical Education and Athletic Program has served as a model for several other schools. It is earnestly believed by the school authorities and coaches that a student wearing the school colors and representing this community in inter-school sports, should be a reasonably good student and a good citizen. It is also believed that a boy who belongs to a team, whether varsity, intra-mural, or community sponsored, is less likely to belong to a gang. Special insurance covering Football is carried by the Athletic Department. This Blanket Policy covers injuries of \$500 or over. Lesser injuries are covered by a Football Medical Fund provided by contributions from the Athletic Department and from players. Cost of injuries are pro-rated at the end of the season. The Football Medical Fund has thus far covered most of the injury costs. The Blanket Policy is carried for serious and costly injuries that might occur.

Quotations

"One of every four persons alive in the United States today was born since 1946". Bureau of Labor Statistics.

"In 1900 only 8% of the 14-21 age group was in school or college. 62% of that age group is now in school or college". Ford Foundation release.

"Fifteen of the 16 top scientists who put the U.S. Explorer I into orbit are products of the American Public High School. One is a New Zealand High School graduate". The Nations Schools, May, 1958.

"In making changes for the sake of progress we must beware of equating change with progress". L. G. Derthick, U. S. Commissioner of Education.

"Public Schools are not as bad as you think". Sloan Wilson, Harpers, Sept., 1955.

"It's time to close our Carnival". Sloan Wilson, Life, March 24, 1958.

"Gifts come in many sizes". Anon.

